



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Martin Elementary School	41690706045090	November 6, 2025	May 7, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Martin Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Martin Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Martin Elementary will create the SPSA plan that will be aligned to the district's 4 LCAP plans and priorities. LCAP priorities will be identified in each of the stated goal of SPSA.

Educational Partner Involvement

How, when, and with whom did Martin Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Martin's SPSA is reviewed by Instructional Leader Team, School Site Council, English Language Advisory Committee, PTA, and staff during staff meeting. The goals for the SPSA is shared with the individual group before the completion of the plan. Around April/May of school year, progress of each goals are shared with each group to help with the determination of the programs being renewed for the following year or allow changes recommended by the group for the following school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Attendance remains to be the one of the areas Martin Elementary can improve on. As a school we need to improve on our attendance so that our students can receive the instruction and support they need at school. According to the school's Truancy report from 24-25, truancy rate was at 20.90%. This indicates the need for a better communication level between the school and parents to decrease the number of overall unexcused absences. Goal for 25-26 is to reduce to 15%.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Martin ES overall performance levels for 2025: English Language Arts (ORANGE); Mathematics (ORANGE); English Learner Progress (YELLOW); Chronic Absenteeism (YELLOW); Suspension Rate (BLUE)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No student groups were two or more levels below the "All Student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

No Dashboard Info as of completion of report on 10/30/2025.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Martin Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.57%	3.40%	2.97%	6	13	11
African American	1.04%	1.31%	%	4	5	
Asian	2.87%	2.36%	4.05%	11	9	15
Filipino	3.66%	3.14%	1.89%	14	12	7
Hispanic/Latino	85.38%	82.46%	83.51%	327	315	309
Pacific Islander	1.83%	1.57%	1.35%	7	6	5
White	1.31%	1.57%	2.43%	5	6	9
Two or More Races	2.35%	4.19%	3.78%	9	16	14
Not Reported	0%	%	%	0		
Total Enrollment				383	382	370

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Kindergarten	66	59	45
Grade 1	71	70	64
Grade 2	64	69	69
Grade3	63	62	68
Grade 4	65	58	67
Grade 5	54	64	63
Total Enrollment	383	382	376

Conclusions based on this data:

1. Last three years indicates a continuing decrease to the overall enrollment.
2. Total number of American Indian and Asian have increased the last two years.
3. Hispanic/Latino continues to be in the 80% range the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	234	234	243	61.1%	61.3%	65.7%
Fluent English Proficient (FEP)	45	42	31	11.7%	11.0%	8.4%

Conclusions based on this data:

1. The number of EL Learners the past two years have been consistent.
2. The percent of EL learners from 23-24to 24-25 jumped about 4% (234 to 243)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	62	65	69	61	53	69	61	53	69	98.4	81.5	100
Grade 4	65	62	66	63	56	63	63	56	63	96.9	90.3	95.5
Grade 5	57	64	64	52	62	61	52	62	61	91.2	96.9	95.3
All Grades	184	191	199	176	171	193	176	171	193	95.7	89.5	97

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2396.	2378.	2368.	16.39	11.32	4.35	18.03	15.09	14.49	24.59	26.42	31.88	40.98	47.17	49.28
Grade 4	2415.	2385.	2371.	7.94	8.93	3.17	14.29	8.93	11.11	30.16	19.64	14.29	47.62	62.50	71.43
Grade 5	2478.	2491.	2430.	13.46	24.19	8.20	34.62	20.97	11.48	19.23	22.58	22.95	32.69	32.26	57.38
All Grades	N/A	N/A	N/A	12.50	15.20	5.18	21.59	15.20	12.44	25.00	22.81	23.32	40.91	46.78	59.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.39	7.55	4.41	55.74	50.94	69.12	27.87	41.51	26.47
Grade 4	11.11	7.14	4.76	65.08	48.21	58.73	23.81	44.64	36.51
Grade 5	9.62	14.52	4.92	67.31	61.29	54.10	23.08	24.19	40.98
All Grades	12.50	9.94	4.69	62.50	53.80	60.94	25.00	36.26	34.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.11	11.32	1.47	57.38	43.40	52.94	29.51	45.28	45.59
Grade 4	3.17	3.57	1.59	49.21	41.07	34.92	47.62	55.36	63.49
Grade 5	19.23	19.35	6.56	57.69	54.84	44.26	23.08	25.81	49.18
All Grades	11.36	11.70	3.13	54.55	46.78	44.27	34.09	41.52	52.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.92	7.55	5.97	68.85	77.36	61.19	26.23	15.09	32.84
Grade 4	3.17	3.57	3.17	73.02	67.86	66.67	23.81	28.57	30.16
Grade 5	13.46	12.90	3.28	61.54	70.97	68.85	25.00	16.13	27.87
All Grades	6.82	8.19	4.19	68.18	71.93	65.45	25.00	19.88	30.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.56	13.21	5.80	63.93	54.72	59.42	29.51	32.08	34.78
Grade 4	9.52	8.93	4.76	63.49	44.64	50.79	26.98	46.43	44.44
Grade 5	13.46	12.90	9.84	55.77	67.74	49.18	30.77	19.35	40.98
All Grades	9.66	11.70	6.74	61.36	56.14	53.37	28.98	32.16	39.90

Conclusions based on this data:

1. The percent of students scoring below standard for Reading has increased 11%.
2. With over 41% of percent of students scoring below standard, Writing is the claim that Martin students have showed greatest challenge.
3. The percentage of students scoring below standards for Listening has dipped down below 20%, the first time it has been below 20% the last three years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	62	65	69	62	64	66	62	64	66	100.0	98.5	95.7
Grade 4	65	62	66	64	62	64	64	62	64	98.5	100	97
Grade 5	57	64	64	55	63	63	55	63	63	96.5	98.4	98.4
All Grades	184	191	199	181	189	193	181	189	193	98.4	99	97

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2382.	2384.	2380.	6.45	10.94	3.03	12.90	12.50	21.21	29.03	23.44	21.21	51.61	53.13	54.55
Grade 4	2426.	2400.	2413.	4.69	3.23	3.13	12.50	6.45	15.63	43.75	38.71	26.56	39.06	51.61	54.69
Grade 5	2478.	2482.	2412.	18.18	17.46	1.59	16.36	14.29	4.76	29.09	31.75	20.63	36.36	36.51	73.02
Grade 11															
All Grades	N/A	N/A	N/A	9.39	10.58	2.59	13.81	11.11	13.99	34.25	31.22	22.80	42.54	47.09	60.62

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.45	17.19	6.06	48.39	34.38	43.94	45.16	48.44	50.00
Grade 4	4.69	4.84	10.94	56.25	32.26	31.25	39.06	62.90	57.81
Grade 5	23.64	17.46	1.59	45.45	50.79	33.33	30.91	31.75	65.08
Grade 11									
All Grades	11.05	13.23	6.22	50.28	39.15	36.27	38.67	47.62	57.51

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.68	6.25	1.52	37.10	40.63	45.45	53.23	53.13	53.03
Grade 4	7.81	6.45	3.13	43.75	35.48	43.75	48.44	58.06	53.13
Grade 5	7.27	11.11	4.76	52.73	53.97	33.33	40.00	34.92	61.90
All Grades	8.29	7.94	3.11	44.20	43.39	40.93	47.51	48.68	55.96

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.84	10.94	3.03	61.29	56.25	59.09	33.87	32.81	37.88
Grade 4	3.13	3.23	4.69	64.06	54.84	46.88	32.81	41.94	48.44
Grade 5	12.73	7.94	1.59	54.55	60.32	34.92	32.73	31.75	63.49
All Grades	6.63	7.41	3.11	60.22	57.14	47.15	33.15	35.45	49.74

Conclusions based on this data:

1. With an over percent score of 10.58% of scholars above standard, this is the highest percent when compared to the last three year.
2. Looking at Concepts and Procedures there is a significant decrease of students scoring at or Near Standard, it would seem that this percent affected the % of Below Standard since that gained about 10%.
3. The claim with the highest number of students scoring below standard is Problem Solving and Modeling/Data Analysis.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1392.4	1382.8	1390.5	1397.5	1393.2	1393.9	1380.1	1358.6	1382.4	47	45	33
1	1424.9	1400.2	1407.3	1439.3	1402.4	1413.8	1409.9	1397.4	1400.3	45	47	42
2	1419.0	1432.6	1447.2	1428.0	1432.2	1453.8	1409.5	1432.5	1440.0	32	42	51
3	1458.0	1423.4	1472.0	1448.0	1412.1	1463.8	1467.4	1434.3	1479.7	39	38	41
4	1491.4	1474.0	1477.0	1485.5	1469.5	1473.5	1496.9	1477.8	1479.9	37	33	39
5	1473.0	1532.6	1463.4	1464.1	1524.1	1452.4	1481.5	1540.7	1474.0	32	35	36
All Grades										232	240	242

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.51	4.44	6.06	19.15	24.44	33.33	36.17	40.00	33.33	36.17	31.11	27.27	47	45	33
1	2.22	2.13	2.38	33.33	10.64	16.67	44.44	48.94	35.71	20.00	38.30	45.24	45	47	42
2	0.00	2.38	1.96	25.00	21.43	37.25	46.88	45.24	35.29	28.13	30.95	25.49	32	42	51
3	7.69	0.00	2.44	25.64	23.68	29.27	35.90	23.68	51.22	30.77	52.63	17.07	39	38	41
4	5.41	9.09	5.13	45.95	33.33	28.21	32.43	24.24	30.77	16.22	33.33	35.90	37	33	39
5	15.63	28.57	8.33	31.25	40.00	30.56	18.75	22.86	22.22	34.38	8.57	38.89	32	35	36
All Grades	6.47	7.08	4.13	29.74	24.58	29.34	36.21	35.42	35.12	27.59	32.92	31.40	232	240	242

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.77	15.56	9.09	21.28	11.11	30.30	21.28	40.00	30.30	44.68	33.33	30.30	47	45	33
1	11.11	2.13	7.14	46.67	23.40	26.19	24.44	40.43	30.95	17.78	34.04	35.71	45	47	42
2	6.25	7.14	9.80	34.38	30.95	41.18	40.63	35.71	33.33	18.75	26.19	15.69	32	42	51
3	17.95	15.79	14.63	30.77	18.42	31.71	20.51	23.68	31.71	30.77	42.11	21.95	39	38	41
4	18.92	18.18	15.38	56.76	33.33	35.90	16.22	21.21	28.21	8.11	27.27	20.51	37	33	39
5	21.88	37.14	11.11	40.63	42.86	41.67	3.13	8.57	11.11	34.38	11.43	36.11	32	35	36
All Grades	14.66	15.00	11.16	37.93	25.83	34.71	21.12	29.58	28.10	26.29	29.58	26.03	232	240	242

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.57	2.22	6.06	17.86	24.44	18.18	60.71	51.11	57.58	17.86	22.22	18.18	28	45	33
1	2.63	2.13	0.00	31.58	6.38	14.29	39.47	36.17	33.33	26.32	55.32	52.38	38	47	42
2	0.00	4.76	3.92	54.29	21.43	17.65	37.14	38.10	35.29	8.57	35.71	43.14	35	42	51
3	3.33	0.00	0.00	20.00	5.26	21.95	43.33	36.84	51.22	33.33	57.89	26.83	30	38	41
4	0.00	3.03	0.00	26.92	24.24	17.95	26.92	24.24	20.51	46.15	48.48	61.54	26	33	39
5	8.57	11.43	2.78	2.86	34.29	25.00	57.14	42.86	25.00	31.43	11.43	47.22	35	35	36
All Grades	3.02	3.75	2.07	20.26	18.75	19.01	37.07	38.75	36.78	39.66	38.75	42.15	232	240	242

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	19.15	15.56	27.27	48.94	55.56	51.52	31.91	28.89	21.21	47	45	33
1	35.56	14.89	29.27	53.33	57.45	46.34	11.11	27.66	24.39	45	47	41
2	12.50	11.90	31.37	68.75	66.67	58.82	18.75	21.43	9.80	32	42	51
3	10.26	18.42	17.07	64.10	36.84	60.98	25.64	44.74	21.95	39	38	41
4	18.92	30.30	20.51	72.97	48.48	53.85	8.11	21.21	25.64	37	33	39
5	21.88	45.71	13.89	46.88	48.57	58.33	31.25	5.71	27.78	32	35	36
All Grades	20.26	21.67	23.65	58.62	52.92	55.19	21.12	25.42	21.16	232	240	241

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.51	20.00	3.13	44.68	35.56	46.88	46.81	44.44	50.00	47	45	32
1	4.44	2.13	4.76	68.89	51.06	45.24	26.67	46.81	50.00	45	47	42
2	9.38	7.14	5.88	68.75	59.52	66.67	21.88	33.33	27.45	32	42	51
3	20.51	13.16	19.51	38.46	36.84	58.54	41.03	50.00	21.95	39	38	41
4	18.92	28.13	20.51	64.86	34.38	51.28	16.22	37.50	28.21	37	32	39
5	34.38	45.71	25.71	31.25	34.29	37.14	34.38	20.00	37.14	32	35	35
All Grades	15.09	17.99	12.92	53.02	42.68	52.08	31.90	39.33	35.00	232	239	240

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.38	2.22	3.13	72.34	64.44	71.88	21.28	33.33	25.00	47	45	32
1	2.22	4.26	2.44	46.67	27.66	41.46	51.11	68.09	56.10	45	47	41
2	3.13	0.00	1.96	43.75	59.52	54.90	53.13	40.48	43.14	32	42	51
3	2.56	0.00	2.44	46.15	28.95	51.22	51.28	71.05	46.34	39	38	41
4	2.70	3.13	2.78	51.35	40.63	30.56	45.95	56.25	66.67	37	32	36
5	9.38	14.29	2.86	46.88	60.00	51.43	43.75	25.71	45.71	32	35	35
All Grades	4.31	3.77	2.54	52.16	46.86	50.00	43.53	49.37	47.46	232	239	236

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	27.66	13.33	33.33	36.17	62.22	42.42	36.17	24.44	24.24	47	45	33
1	4.44	0.00	0.00	66.67	72.34	69.05	28.89	27.66	30.95	45	47	42
2	0.00	9.52	11.76	56.25	61.90	52.94	43.75	28.57	35.29	32	42	51
3	2.56	0.00	0.00	74.36	57.89	92.68	23.08	42.11	7.32	39	38	41
4	18.92	15.15	5.13	62.16	60.61	61.54	18.92	24.24	33.33	37	33	39
5	28.13	42.86	2.78	40.63	54.29	50.00	31.25	2.86	47.22	32	35	36
All Grades	13.79	12.50	8.26	56.03	62.08	61.98	30.17	25.42	29.75	232	240	242

Conclusions based on this data:

- When looking at the Writing Domain, it would seem that the overall percent of Beginning decreased 5 % and about 6% increase with somewhat/moderately from 22-23 to 23-24, one can assume that school was able to move the needle of scholars from beginning to the next level.
- The reading domain shows the area with the most percent of students scoring Beginning, this is an area that the school can take a look at and focus on.

3. School's number of EL scholars have increased about 37 scholars from 21-22 to 23-24.

School and Student Performance Data

Student Population

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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
370	77.3%	65.7%	0.0%
Total Number of Students enrolled in Martin Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	243	65.7%
Foster Youth	0	0.0%
Homeless	21	5.7%
Socioeconomically Disadvantaged	286	77.3%
Students with Disabilities	63	17%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	11	3%
Asian	15	4.1%
Filipino	7	1.9%
Hispanic	309	83.5%
Two or More Races	14	3.8%
Pacific Islander	5	1.4%
White	9	2.4%

Conclusions based on this data:

- 19-20 enrollment of 411 has significantly decreased for current year 23-24 with only 382 enrolled.

2. Hispanic student group is the majority of student group with 84.7%.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Red	Suspension Rate Orange
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. One of the school goals for 23-24 is to decrease the number of chronic absenteeism, in hope that this will make a difference with our dashboard result.
2. ELA, Math, and rate of EL progress are all academic areas in which we need to focus on for 23-24 school year.

School and Student Performance Data

Academic Performance English Language Arts

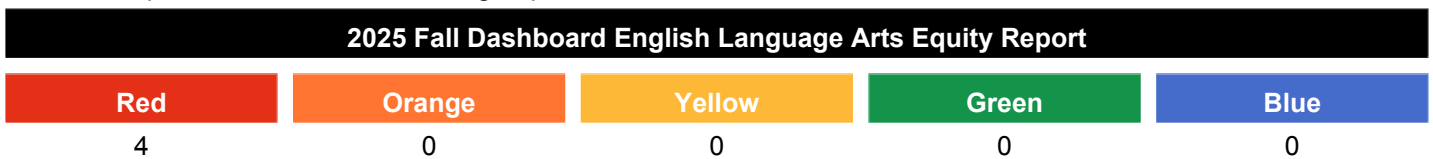
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>77.2 points below standard</p> <p>Declined 29.5 points</p> <p>187 Students</p>	<p>English Learners</p> <p>Red</p> <p>94 points below standard</p> <p>Declined 30.6 points</p> <p>118 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>88.1 points below standard</p> <p>Declined 34.9 points</p> <p>146 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>114.1 points below standard</p> <p>Maintained 1.7 points</p> <p>49 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>78.1 points below standard</p> <p>Declined 28.8 points</p> <p>160 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

Conclusions based on this data:

1. All the indicators show that we are either low or below.
2. Student Groups; EL, Socioeconomically disadvantaged, and Hispanic all with Declined scores indicators.
3. School will need to focus on ELD time and identify 1-2 focus to help improve.

School and Student Performance Data

Academic Performance Mathematics

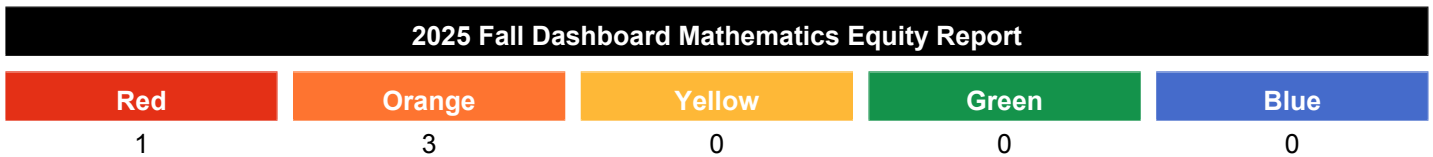
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>78.7 points below standard</p> <p>Declined 23.6 points</p> <p>188 Students</p>	<p>English Learners</p> <p>Orange</p> <p>89.7 points below standard</p> <p>Declined 22.1 points</p> <p>120 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>84 points below standard</p> <p>Declined 24.7 points</p> <p>147 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>112 points below standard</p> <p>Declined 16 points</p> <p>49 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>77.9 points below standard</p> <p>Declined 19.4 points</p> <p>161 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

Conclusions based on this data:

1. Students with disabilities has the largest number of points away from the standard level.
2. With 161 students out of 180, Hispanic is the largest student group.
3. Need to continue to focus support on our English Learners is evident since the student group is 89.7 below standard.

School and Student Performance Data

Academic Performance Science

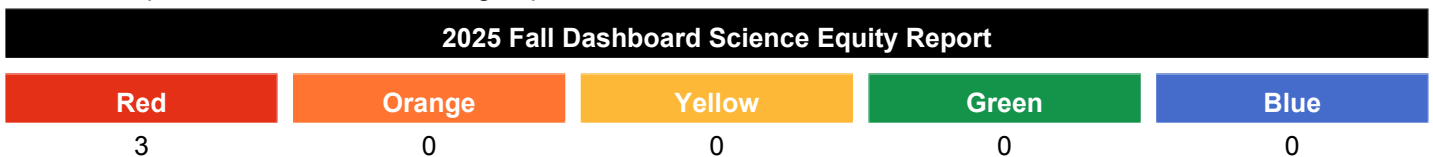
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

<p>All Students</p> <p>Orange</p> <p>35.6 science points</p> <p>Declined 12.4 points</p> <p>60 Students</p>	<p>English Learners</p> <p>Red</p> <p>33.7 science points</p> <p>Declined 13.1 points</p> <p>40 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>34.9 science points</p> <p>Declined 12.3 points</p> <p>47 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>23.5 science points</p> <p>Declined 10.2 points</p> <p>13 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>0 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p> <p> Red</p> <p>34.4 science points</p> <p>Declined 13.1 points</p> <p>51 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. 5th Grade Science assessment shows a decline of 35.6 % for all 5th grade students.
2. Student groups; EL, Socioeconomically Disadvantaged, and Hispanics all show red on the indicator.
3. Look for more opportunities to include performance task like problems through out the day, bring more science to the fold.

School and Student Performance Data



Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 37.7 making progress. Number Students: 191 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.8%	44.5%	0%	37.7%

Conclusions based on this data:

1. There are 191 EL students with 37.7 showing that they are making progress.
2. 17.8% of EL students decreased one level .
3. 44.5% showed that they maintained level.

School and Student Performance Data

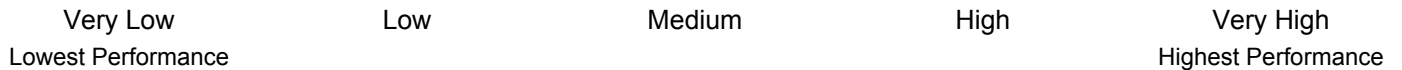
Academic Performance College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Red <p>20.5% Chronically Absent</p> <p>Increased 5.2</p> <p>381 Students</p>	<p>English Learners</p>  Orange <p>17.5% Chronically Absent</p> <p>Increased 1.9</p> <p>251 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p>  No Performance Color <p>0 Students</p>	<p>Homeless</p>  No Performance Color <p>22.7% Chronically Absent</p> <p>Declined 1.1</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red <p>22.2% Chronically Absent</p> <p>Increased 6.3</p> <p>311 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>18.8% Chronically Absent</p> <p>Increased 9.5</p> <p>85 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>8.3% Chronically Absent</p> <p>Declined 16.7</p> <p>12 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>6.7% Chronically Absent</p> <p>0</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>20.5% Chronically Absent</p> <p>Increased 7.2</p> <p>317 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>21.4% Chronically Absent</p> <p>Increased 4.8</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>

Conclusions based on this data:

1. Dashboard indicates that overall absenteeism rate increased by 5.2.
2. Two student group that showed decreased to overall absenteeism rate; Homeless and American Indian.
3. Continue with SART process including home visits to connect with families who are having a challenging time with chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No Data.

School and Student Performance Data

Conditions & Climate Suspension Rate

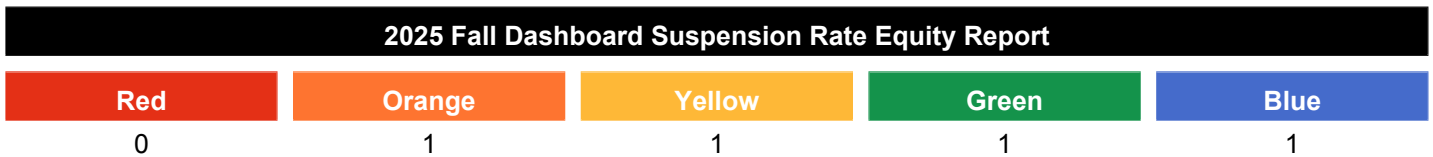
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3%</p> <p>384 Students</p>	<p>English Learners</p> <p>Green</p> <p>0.4% suspended at least one day</p> <p>Increased 0.4%</p> <p>251 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3%</p> <p>313 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>85 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.9%</p> <p>320 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Increased 7.1%</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>

Conclusions based on this data:

1. Dashboard indicates an overall increase for all students when it comes to the suspension rate.
2. EL is the one student group that shows an indicator on the green section.
3. School will continue to implement support in tier 1 with the wellness counselor to support the SEL progress of our scholars.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA/ELD

GOAL: INSTRUCTIONAL PROGRAM: READING/LANGUAGE ARTS (INCLUDING INTERVENTIONS)

Goal Statement:

* In the SBAC 2025 of May, there were 18% students in grades 3-5 who scored Standards Met and Standards Exceeded.

* In the SBAC 2025 of May, there were 7% EL students in grades 3-5 who scored Standards Met and Standards Exceeded.

By May of 2026, the percentage of students in grades 3-5 who scores in the "Standards Met" and "Standards Exceeded" range as measured on the SBAC (Smarter Balanced Assessment Consortium) Test will increase from 18% to 25%.
By May of 2026, the percentage of students in grades 3-5 who scores in the "Standards Met" and "Standards Exceeded" range as measured on the SBAC (Smarter Balanced Assessment Consortium) Test will increase from 7% to 15%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: Raise Academic Achievement, Provide Professional Development, and Parent/Community Engagement Opportunities

All students will demonstrate proficiency (meeting standards) on the statewide assessment SBAC, including assessments provided district and school wide for ELA.

All EL students will reach high standards, at a minimum attaining proficiency or better (moderately to well developed) in ELD by showing growth towards proficiency on the ELPAC and an increase in the number of ELs being reclassified at least one performance band each year on the English Language Proficiency Assessments for California (ELPAC).

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. Increase the percent of students with Standards Met and Standards Exceeded score.
2. Increase the percent of students 3-5 with the mark of meeting and exceeding expectations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC scores for Grades 3-5	SBAC 2025, 17.09% of students met or exceeded	By May 2026, there will be 25% of students with met or exceeded mark on SBAC.
SBAC scores for EL Grades 3-5	SBAC 2025, 7% of students met or exceeded	By May 2026, there will be 15% of EL students with met or exceeded mark on SBAC.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>ACTION:GOAL 1, ACTION 1, Tier 1 Reading support in all classes</p> <p>Means of Achievement: Alignment of instruction with content standards and implementation of small guided reading in K-3.</p> <p>Task:</p> <ol style="list-style-type: none"> Purchase of technology and reading program to support reading instruction for students. At risk interventions will be aligned to the content standards and/or Common Core State Standards. Utilization of Okapi program for Small Guided Reading in K-3. In addition, K-3 will also use UFLI program to address phonemic awareness. Monitor student progress in reading. <p>Measures:</p> <p>CAASPP scores, observations, report card grades, MTSS progress monitoring, Literably scores, and walkthroughs information.</p> <ol style="list-style-type: none"> EL Reading support for small guided reading in K-3, small guided reading daily schedule from teachers to indicate when small guided reading happens in class. Utilization of Okapi benchmark running record to show progress of students reading behavior. Classroom visits by administrator to monitor small guided reading in class. Professional development schedule for K-3 teachers for UFLI. Attendance of K-3, SPED, and admin to part to of Science of Reading in January/February. Reading specialist will continue to plan with K-3 to ensure usage of UFLI. Administration of DIBELS to all K-3 and selected 4th and 5th graders. DIBELS is the universal 	All Students	<p>1,502.94</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies</p> <p>Title I - Readers Workshop and Writers Workshop curriculum to supplement ELA curriculum</p> <p>1,000.00</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries</p> <p>Title I -To provide professional development time to learn about the items listed in the action (Small Guided Reading, and writing)</p> <p>1,151.00</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies</p> <p>Title I-To purchase supplemental materials to align and support the core.</p> <p>None Specified</p> <p>None Specified</p> <p>1,502.06</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies</p> <p>Title I -Classroom books purchase for Okapi Program</p> <p>3,000.00</p> <p>LCAP At-Risk Student Support</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitutes for teachers completing DIBELS</p>

	dyslexia screener for SSFUSD as well as another way of being able to identify student's reading strengths and needs.		assessments in the school year. 3,450.00 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Subscription to STAR Reading program through Renaissance None Specified None Specified
1.2	<p>ACTION:GOAL 1, ACTION 2, IMPROVEMENT OF INSTRUCTIONAL STRATEGIES</p> <p>Means of Achievement: Improvement of instructional strategies and materials</p> <p>Task:</p> <ol style="list-style-type: none"> 1. District coaching and support for adopted ELA/ELD curriculum and direct instruction strategies 2. All Language Arts materials will be aligned with the Common Core State Standards. 3. Completion of 3 MTSS meetings for every trimester of the school year. 4. Action plan from MTSS meetings created and followed by appropriate staff members. 5. Meeting notes from IEP meetings. 6. Seeking Professional Development in following areas: small group instruction, reading, writing, and intervention. 7. Usage of EL data to drive planning, instruction, and collaboration. 8. Integration of ELD strategies during EL integrated time and Designated ELD time. 9. Teacher Support through long term sub on site. <p>Measures:</p> <p>Observations, feedback/notes from collaboration meetings and staff meetings, students attending library and checking out books, and scholars having the appropriate technology to use in class.</p> <ol style="list-style-type: none"> 1. Meeting agenda and resources collected pertaining to ELA/ELD meetings. 	All Students	<p>2,910.00 Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures To support professional development of Common Core/reading/writing/math 4,124.51 Site Discretionary 4000-4999: Books And Supplies Site Discretionary 70 - supplies to support classroom instruction 3,328.00 EI Support 5800: Professional/Consulting Services And Operating Expenditures EL Support 123 -To support professional development/resources for Common Core Implementation: writing, ELA, small group instruction, Math 2,000.00 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Substitute for teachers to attend 3 MTSS meetings (2 substitute needed each round of RTI meetings) 5,000.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies With SSC Approval, be able to purchase materials to help enhance learning environment. These will be materials that is not explicitly</p>

	<p>2. Data gathered from classroom visits (walkthroughs) through the site/district tool.</p> <p>3. Completion of teacher MTSS notes for the MTSS meetings, including the data gathering of all RTI notes.</p> <p>4. Action plan created by principal from MTSS notes to address academic, attendance, health, and other concerns.</p> <p>5. Provision of IEP at a glance to teachers for students with IEP, completion of teacher report for IEP meetings, and case manager and teacher collaboration.</p> <p>6. Registration to Professional Developments. Reflection to the site admin regarding PD. When applicable, presentation of learning to staff as part of professional learning.</p> <p>7. ELPAC results will be used to have EL data in planning, instruction, assessment, and collaboration.</p> <p>8. Daily schedule and will include the Designated ELD time on the Literacy Block Schedule.</p> <p>9. Teacher support will allow teacher and BTSA mentors to observe teachers they are supporting and vice versa. On days when there is a vacancy due to sub shortage, staff member will be able to cover class to avoid students being divided to different classrooms. Teacher support will follow set schedule that will allow for class support and be able to support students through small group settings.</p>		<p>listed on the a allowable expense for Title 1.</p> <p>None Specified None Specified</p>
<p>1.3</p>	<p>ACTION:GOAL 1, ACTION 3, EXTENDED LEARNING TIME</p> <p>Means of Achievement: Extended learning time</p> <p>Task:</p> <p>Select and purchase supplemental materials as needed for Tier 2 support on the Martin MTSS (Multi-Tiered System of Supports)/RTI (Response to Intervention) . Provide extended learning time in each grade and implement Tier 2 support through tutoring time outside classroom time. Teachers will provide after school tutoring and support with an academic center for at least two times a week for an hour a day. Study Island, Weekly Studies, and Accelerated Reader will be part of the differentiation for students. Newcomer EL students will be provided extra time to learn English in a small group setting.</p> <p>Measures:</p>	<p>Students identified needing tutoring support outside classroom time.</p>	<p>1,500.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Purchase Materials - Weekly Studies 6,000.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries To pay for after school intervention time as well as intervention materials for math and ELA LCAP 180</p> <p>3,940.00 LCAP At-Risk Student Support 4000-4999: Books And Supplies</p>

	<p>1. Reading Specialist will present quarterly updates with student progress receiving reading support with administrator.</p> <p>2. EL coach will present quarterly updates with student progress receiving EL support. Will share schedule/plan as far as classroom/teacher support.</p> <p>3. Completion of 3 MTSS meetings with notes regarding students who may need further support from Tier 1 support.</p> <p>4. Quarterly meeting with teachers holding tutoring support to review data and monitor student progress through the site tutoring tool.</p> <p>5. Instructional Aide's daily schedule that reflects in class support as well as pull out support for newcomer small group.</p>		<p>Purchase Materials - Study Island LCAP 180</p> <p>7927.00 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries 726 726.00 Instructional Media 4000-4999: Books And Supplies Additional books to support reading intervention</p>
<p>1.4</p>	<p>ACTION:GOAL 1, ACTION 4, INVOLVEMENT OF STAKEHOLDERS</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p> <p>1. Purchase books for 100 Book Challenge, increase Spanish selections for current school year.</p> <p>2. Purchase materials for Family Resource Center</p> <p>3. Pay for costs of Parent Involvement Nights including ELAC meeting.</p> <p>4. Funds to support Latino Literacy/Family Stories</p> <p>5. Purchase books through Scholastic FACE program so students can have books to read at home with families build their home libraries.</p> <p>Measures:</p> <p>1. DIBELS assessment scores show students progress in each assessment window.</p> <p>2. Parent involvement sign in sheets</p> <p>3. Staff surveys at least 2; December and April Reflection.</p> <p>4. Informal check ins with families about reading at home.</p>	<p>All Students and Families.</p>	<p>500.00 Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries additional time to set up and to do a mid year check of 100 Book Challenge 1,500.00 Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Cover the time cards of the certificated and classified staff for Family Engagement 1,902.00 EI Support 4000-4999: Books And Supplies Purchase of books to add/replenish 100 Book Challenge EL Support 123</p> <p>750.00 EI Support 4000-4999: Books And Supplies Family Resource Center EL Support 123</p> <p>750.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supplies for parent engagement with Reading. Led by EL TOSA.</p>

1.5			
1.6			None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

MTSS continues to be the backbone of our school. The MTSS meetings allows us to have an opportunity to focus on our students learning progress. Through the MTSS we are able to identify any potential next steps to further support out students academically and also address their social emotional progress.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While there was an allocation for services to expand parent engagement, not all planned activities occurred.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the upcoming school year, increase the involvement of the school's wellness counselor and school liaison. This will help drive the intended programs to support families and extend learning from the school to their homes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

GOAL: MATHEMATICS ACHIEVEMENT

Goal Statement:

* In May 2025 SBAC Math results; 17% of 3rd-5th graders were at Met or Exceeded.

* In May 2025 SBAC Math results; 11% of EL 3rd - 5th graders were at Met and Exceeded.

By May 2026, the percentage of students in grades 3-5 who scores "Standards Met" and "Exceeded Standards" range on the SBAC (Smarter Balanced Assessment Consortium) test will increase from 17% to 25%

By May 2026, the percentage of students in grades 3-5 who scores "Standards Met" and "Exceeded Standards" range on the SBAC (Smarter Balanced Assessment Consortium) test will increase from 11% to 20%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: Raise Academic Achievement, Provide Professional Development, and Parent/Community Engagement Opportunities

All students will demonstrate proficiency (meeting standards) or above (exceeding standards) on the statewide assessment SBAC, including assessments provided district and school wide for Math.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. Increase of percent of students grades 3-5 who are receiving Standards Met and Exceeded Standards on the SBAC for Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math SBAC scores from May 2025	17% of 3rd and 5th graders scored in the Standard Met and Exceeded Standards ranges.	For May 2026 Math SBAC, students with Standards Met and Standards Exceeded will increase from 17% to 25%.
SBAC Math, May 2025 for EL students	11% of EL students scored Standards Met or Standards Exceeded.	For May 2026 Math SBAC, EL students with Standards Met and Standards Exceeded will increase from 11% to 20%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>ACTION:GOAL 2, ACTION 1, INSTRUCTION WITH STANDARDS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <ol style="list-style-type: none"> Teachers will review the math common core state standards and 8 Mathematical Practices for their grade level and the grade level above and below theirs. Teachers will implement the 8 Mathematical Practices with Common Core as well as Common Core State Standards lessons within their instruction. Teachers will review math pacing guides and will do year long planning for Math Expressions. Teachers in grades 3-5 will use the CAASPP (California Assessment of Student Performance and Progress)/SBAC (Smarter Balanced Assessment Consortium) blueprints. Teachers will analyze CAASPP (California Assessment of Student Performance and Progress) test results to determine individual and grade level strengths and weaknesses and needs of current students to inform instruction <p>Measures:</p> <ol style="list-style-type: none"> Staff will use district's website with scope and sequence information that includes what priority standards are being covered. Administration of the CFA provided by District level TLT. Grade level team will be able to score and analyze CFA to help drive planning. Administration of the Interim Block Assessment for SBAC. Notes from grade level collaboration, and notes from walkthrough visits. 	All students.	<p>2,500.00</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Professional development opportunities for staff for current math curriculum and supplemental 3,500.00</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries</p> <p>Cost for substitutes to cover for teachers to attend grade level collaboration during school hours.</p> <p>None Specified None Specified</p>
2.2	<p>ACTION:GOAL 2, ACTION 2, IMPROVEMENTS OF STRATEGIES</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p>	All students	<p>2,873.00</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Purchase materials/technology to</p>

	<p>1. Principal will monitor for effective math instruction with the newly adopted Math Expressions curriculum through the teacher collaboration meetings.</p> <p>2. Purchase math and science resources and supplemental materials to support effective math and science instruction aligned to NGSS (Next Generation Science Standards).</p> <p>3. Purchase technology and programs to support math and science instruction in the classroom.</p> <p>4. Monitor progress learning of students in Math.</p> <p>Measures:</p> <p>1. Sign in sheet for Grade level Collaboration will reflect principal's attendance. Agenda for each collaboration will be sent to the principal prior to the meeting.</p> <p>2. Walkthroughs will verify the usage of purchased and approved programs for both math and science.</p> <p>3. Think Central (online component of Math Expression) will be used to show progress of students with standards, use for classwork as well as homework.</p> <p>4. Utilize STAR Math program to gain additional set of information of student progress.</p>		<p>support the implementation of Common Core and Enrichment program 7,756.00 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries Time card for staff for math after school support</p> <p>None Specified None Specified</p> <p>3,171.00 LCAP At-Risk Student Support 4000-4999: Books And Supplies Technology Funds for replacement of accessories 25-26 6,000.00 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Purchase of STAR Math Through Renaissance</p>
<p>2.3</p>	<p>ACTION:GOAL 2, ACTION 3, EXTENDED LEARNING TIME</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Select and purchase supplemental materials as needed for Tier 2 support on the Martin MTSS (Multi-Tiered System of Supports)/RTI (Response to Intervention) . Provide extended learning time in each grade and implement Tier 2 support through tutoring time outside classroom time. Teachers will provide after school tutoring and support with an academic center for at least two times a week for an hour a day.</p> <p>Measures:</p> <p>1. Renaissance Freckle Math will be utilized for after school Math Support.</p> <p>2. Completion of 3 MTSS meetings with notes regarding students who may need further support from Tier 1 support.</p>	<p>All Students</p>	<p>14,080.00 EI Support 1000-1999: Certificated Personnel Salaries Substitute cost for teachers to attend RTI, SST, and IEP meetings</p> <p>None Specified None Specified</p>

	<p>3. Quarterly meeting with teachers holding tutoring support to review data and monitor student progress through the site tutoring tool</p>		
2.4	<p>ACTION:GOAL 2, ACTION 4, INCREASED EDUCATIONAL OPPORTUNITY</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>1. The Family Resource Center is open after school three days a week for families to check out materials related to math skills to support our families with helping their children at home. Materials include games, flash cards, and practice activities to support students' math engagement. This increases students' educational opportunities because it gives parents the opportunity to use educational materials at home with their children.</p> <p>Measures:</p> <p>1. Principal communication with Literacy Lab teacher on number of families participating and checking out materials.</p>	All students.	<p>1,500.00</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Purchase of Family Resource Materials for students and families</p>
2.5	<p>ACTION:GOAL 2, ACTION 5, STAFF DEVELOPMENT</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>1. Teachers will collaborate and share ideas and instructional strategies as well as collaborate and share ideas and instructional strategies for the implementation of Common Core State Standards. Collaboration time will also be used to perform data walk from common assessments in class and state assessments.</p> <p>2. Attend Professional Development with the following focus area: Reading (support word problems), Writing (support students' ability to share rationale), and Math Interventions.</p> <p>3. Teacher support: Long Term Sub on Staff</p> <p>Measures:</p> <p>1. Staff will continue be provided with professional learning in PLC, Math Expression (Think Central), Common Core standards, RTI, and assessments. Attendance from these professional learning as well as notes that is in turn passed along to the teachers will be used to ensure that what was learned is put into practice.</p>	All Students	<p>5,000.00</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Cost for substitute for teachers attending workshops and professional learning opportunities.</p> <p>None Specified None Specified</p>

	2. Teacher support staff can relieve teachers to observe classes and BTSA mentors can better support teachers in the program.		
2.6	<p>ACTION:GOAL 2, ACTION 6, INVOLVEMENT OF STAKEHOLDERS</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Families receive information about the common core math standards at Back to School Night and at conferences. 2. Family Resource Center provides materials to assist families with helping their children at home in the area of math. 3. Parent Engagement on March, 2025 (Math Day). 4. Kindergarten parent workshops with EL TOSA. <p>Measures:</p> <ol style="list-style-type: none"> 1. Observations, conferencing with Literacy Lab teacher, sign in sheets from the parent engagement events. 2. Sign in sheets and informational flyer regarding school events. 3. Parent survey through district and school site surveys. 	All Students	<p>4,500.00</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Cost for time card for staff to support parent engagement nights for translation and daycare 640.00 Site Discretionary 5000-5999: Services And Other Operating Expenditures Cost for snacks for parent engagement events</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Professional development for staff was very successful since offerings were made available for the 3-5 who were implementing IM for the first year and also PD's were made available to K-2 team to prepare them with their math implementation of IM for the upcoming school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While there was an allocation for services to expand parent engagement, not all planned activities occurred.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the upcoming school year, increase the involvement of the school's wellness counselor and school liaison. This will help drive the intended programs to support families and extend learning from the school to their homes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

<p>Special Education Goal Statement</p> <p>* In May 2025 SBAC Math 2% of students with Special Education support received met or exceeded standards. * In May 2025 SBAC ELA 4% of students with Special Education support received met or exceeded standards.</p> <p>By May 2026, 5% of students with Special Education support will receive met or exceeded standards on SBAC Math. By May 2026, 7% of students with Special Education support will receive met or exceeded standards on SBAC ELA.</p>
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LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP #4 Special Education

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Academic Achievement - Student w/disabilities meeting or exceeding CAASPP in ELA and Math.
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Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
May 2025 SBAC Math and ELA scores (met and exceeded Standards)	Student group with Special Education support who received met or exceeded standards was at 2% for Math and 4% for ELA.	As district's goal of increasing 3% in each year, the goal is to raise the total percent to 5% for Math and 7% for ELA in the May 2025 SBAC.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>ACTION:GOAL 3, ACTION 1, INSTRUCTION WITH STANDARDS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task</p> <p>1. Students with IEP will be able to receive grade level content in general education setting.</p>	Students with IEP (Special Education support)	<p>3,908.00</p> <p>LCAP At-Risk Student Support</p> <p>4000-4999: Books And Supplies</p> <p>Provide classroom supplies to support student learning</p> <p>5,000.00</p> <p>Site Discretionary</p>

	<p>2. Maximize Least Restrictive Environment of students with IEP.</p> <p>Measure</p> <p>1. SPED instructional aide schedule to reflect ability to provide push in services to support students with IEP in general ed setting.</p> <p>2. School's implementation of Learning Center Model to allow students with IEPs to be in general ed setting.</p>		<p>4000-4999: Books And Supplies Materials to support student learning and teacher instruction.</p>
<p>3.2</p>	<p>ACTION:GOAL 3, ACTION 2, STAFF DEVELOPMENT</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>1. Teachers will collaborate and share ideas and instructional strategies as well as collaborate and share ideas and instructional strategies for the implementation of Common Core State Standards. Collaboration time will also be used to perform data walk from common assessments in class and state assessments.</p> <p>2. Attend Professional Development with the following focus area: Reading (support word problems), Writing (support students' ability to share rationale), and Math Interventions.</p> <p>Measures:</p> <p>1. Staff will continue be provided with professional learning in PLC, Math Expression (Think Central), Common Core standards, MTSS, and assessments. Attendance from these professional learning as well as notes that is in turn passed along to the teachers will be used to ensure that what was learned is put into practice.</p>	<p>Students with IEP (Special Education Support)</p>	<p>4,000 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Staff will be able to attend PDs that will support students with IEP in their learning journey.</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Martin continues to implement a Learner Center model in our Special Education program to allow more opportunity for our students to receive support moving towards grade level content.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While there is an allocation for professional development for reading and writing, most PDs provided this year was focused on Math.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Identify PD opportunities for both gen ed and SPED teacher to support the learning of the scholars with their reading and writing.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate

GOAL: SCHOOL CLIMATE

In 2024-2025, the chronic absenteeism rate was at 20.90%.

Goal Statement:

1. All students will be provided with a positive school culture and climate structured to enhance learning and prevent at-risk behaviors.
2. Martin will continue to expand on the opportunities available for students, staff, and parents to be able to foster and embrace the diversity within the SSFUSD community.

GOALS:

1. By the end of May 2026, the chronic absenteeism rate will be at 17%.
2. By May 2026, there will be at least 2 parent surveys provided to solicit their point of view of the school's overall effectiveness.
3. Parents will receive school communication through newsletter that will include important upcoming events and school related information weekly.
4. Implementation of PAX (Good Behavior Program) to increase learning opportunities in classroom.
5. Soul Shoppe Program to augment school climate program at Martin with the support of the Wellness Counselor.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: Raise Academic Achievement, Provide Professional Development, and Parent/Community Engagement Opportunities

All students will be educated in learning environments that are safe, bully-free, drug-free and conducive to learning or as evidenced by a decrease in increases in bullying and a decrease in expulsion and suspension numbers at all schools.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. Decrease number of students considered as chronically absent.
2. Increase parent engagement to inform parents about progress of school, important information, and opportunities to be part of parent leadership groups available such as PTA, SSC, and ELAC.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2026 Parent Survey results.	Parent Surveys and sharing of information through parent meetings.	By May 2026, there will be at least 2 parent surveys to share their point of view of the school's progress. Communication via school website, Peach Jar, and weekly newsletter.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>ACTION:GOAL 4, ACTION 1, ALIGNMENT OF INSTRUCTIONAL SUPPORT</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <ol style="list-style-type: none"> Staff will be trained to support a positive learning environment, safe schools, anti-bullying, conflict management, and gang prevention. Implementation of PAX program in classroom. School Climate Committee will continue to meet to support the community time and enrichment opportunities that promotes diversity. Principal will conduct two behavior assemblies through out the year and as well as guest speakers and assemblies that provide positive messages. Integration of Soul Shoppe Program at Martin. <p>Measures:</p> <ol style="list-style-type: none"> Fewer referrals to the office, increase of enrichment opportunities, higher attendance, and fewer conflicts between students. PAX strategies will be observed in classroom; PAX vision, PAX and Spleem counts, and PAX games. Sign in sheet, completion of PAX training for new teachers, and other resources used from breakout session regarding PAX and Social Emotional Learning components. 	All Students and Parents.	<p>4,800.00 Site Discretionary 4000-4999: Books And Supplies Materials to support Safety Patrol Site discretionary 070</p> <p>500.00 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures Assemblies to support anti-bullying and positive/climate LCAP 180</p> <p>8,900.00 Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Soul Shoppe program that will include assemblies and resources for classroom use.</p>
4.2	<p>ACTION:GOAL 4, ACTION 2, INCREASED OPPORTUNITIES</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p>	All Students	<p>12,000.00 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Scholarships for students for (extended opportunities</p>

	<p>RTI (Response to Intervention) and Multi-Tiered System of Support (MTSS) will be as follows: Weekly/Monthly incentives with the Martin Meteor Leader Award, Perfect Attendance Award, Super Star Award and Honor Roll. The Meteor Leader-the entire staff can use to recognize academic, attendance, and leadership. A weekly drawing is done and four students are announced over the intercom, students receive a bumper sticker, a ribbon and their names are placed in the weekly Newsletter for recognition. Community time once a month.</p> <p>Assemblies that help promote diversity, safety, social emotional learning, and performing arts opportunities to support school climate.</p> <p>Measures:</p> <ol style="list-style-type: none"> 1. Number of students being referred to the office. 2. Visible bumper stickers should parents elect to put on cars, names will be included on the bi-monthly newsletter for Meteor Leader awards, and higher attendance. 3. STAR Award and Perfect Attendance recognition during Award Assemblies. 4. Weekly Meteor Leader awards for students. 5. Notes from RTI meetings along with the actionable items to complete to support students. 6. Schedule of Assemblies for 2024-2025. Workshops that will be offered as an extension of the assembly. 7. PTA SMARTS program participation of parents through attendance and graduation. 8. To increase ability for outdoor learning space; benches and tables will be purchased. 		<p>outside classroom; field trips,materials, etc,...) 1,500 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Incentives (school wide programs, assemblies, and community engagement) 5,000.00 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Grade 5 Outdoor Education scholarship fund</p>
<p>4.3</p>	<p>ACTION:GOAL 4, ACTION 3, INVOLVEMENT OF STAKEHOLDERS</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Clubs such as Girls on the Run Club. Run Club provides students in grades 3-5 an opportunity to learn about physical fitness as well as to build a positive rapport with staff members after school on a weekly basis. Increase number of enrichment programs after school. 	<p>All Students</p>	<p>9,500.00 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Young Audiences 2022-2023 (multiple assemblies and residency) 6,339.00 Site Discretionary 4000-4999: Books And Supplies Cost for student clubs materials for 2024-2025 Site discretionary 070</p>

	<p>2. Community building activities and training opportunities that can enhance the staff's collaboration and team effectiveness will be explored to build on the unity and strength of the staff.</p> <p>3. Addition of enrichment opportunities such as Drama Club, Newspaper Club, and Talent Show can increase opportunities for students to apply learning outside the walls of the classroom.</p> <p>Measures</p> <p>1. Principal will provide information and support to the parents through the following meetings: School Site Council/English Language Advisory Committee/Parent Teacher Association (SSC/ELAC/PTA.) Parents will be notified in a timely manner regarding attendance and behavior concerns. Martin School will work in collaboration with the SSF Police Department to provide the GREAT program, Stranger Danger, and safety assemblies.</p> <p>2. Community liaison will meet with parents on a regular basis to deepen the connection between home and school. Agendas will be purchased for students to support daily communication between the teachers and families in grades 3-5.</p> <p>3. Student participation in clubs and enrichment programs, staff development,</p> <p>4. 100% of students grades 3-5 will receive "Binder Reminders/Agenda" which they can use to write down important dates and information to remind them and also for parent information access.</p> <p>5. 100% of families will receive weekly school newsletter with school information and updates.</p> <p>6. Increased number of parent attendance at meetings and parent involvement in the school. Sign in sheets will be used as a measure. Informal discussion about the Home School Connections Newsletters Use of the agendas and feedback from teachers.</p>		
<p>4.4</p>	<p>ACTION:GOAL 4, ACTION 4, SUPPORT SERVICES</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task:</p> <p>YSB (Youth Service Bureau) and STAR VISTA interns will be provided with district funding as well as Star Vista interns and Beacon interventions (for students with IEPs/ Individual Education Programs)</p>	<p>All Students</p>	<p>1,000.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies PE Equipment to support 200 minute every ten day requirement 26,500 Title I Part A: Basic Grants Low-Income and Neglected</p>

<p>to support students' social and emotional needs, Office assistant may be used to assist the principal in the area of attendance, behavior management, and the school-wide incentive program. Purchase of PE equipment and supplies to support PE curriculum.</p> <p>Sports for Learning will support all students during lunch recess to provide activities where they can continue to develop their SEL, provide opportunities to develop leadership roles, and for students interest in attending school to increase and to lower the number of attendance concern. This will help the school reach goal of 95% ADA.</p> <p>Teacher Support will allow the school to have a staff member to push in any class that might not be covered by a substitute. When all class filled, then Teacher Support will be able to provide push in support in class to help with the school's goals of increasing small group instruction in class. Depending on the level of experience, Teacher Support can also provide extra help with new teachers by demonstrating good teaching in class. In terms. of peer observations, Teacher Support will be able to provide coverage while teachers observe each other.</p> <p>Measures:</p> <ol style="list-style-type: none"> 1. Fewer office referrals and suspensions, higher attendance and lower tardy, Notes from MTSS meetings, SST meeting notes, higher participation rate for school functions. 2. Daily schedule of Office Assistant will reflect the support in attendance, translation, and office clerical support. 	<p>1000-1999: Certificated Personnel Salaries With the approval of SSC, will allow the school to have Teacher Support for half of the year that will cost around \$33,500. 5,673.49 Site Discretionary 4000-4999: Books And Supplies 2024-2025 Office and Teacher supplies (copy paper, office and teacher supplies, markers, pens, etc,...) site discretionary 070</p> <p>11,100 Site Allocation 4000-4999: Books And Supplies 2024-2025 Custodial and Site Maintenance Supplies Site allocation 070</p> <p>5,954.20 Gift Fund 4000-4999: Books And Supplies Staff Development materials. 7,000.00 EI Support 1000-1999: Certificated Personnel Salaries Reading Specialist increase hours (total of \$33,500 other expenditure under 4.4 title 1)</p>
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

School was able to stay with the commitment of providing several different learning opportunities outside the classroom. This was done through field trips and assemblies to help enhance the learning in the classroom and provide opportunities for scholars to experience learning outside the classroom walls.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

High influx of teachers willing to provide enrichment programs for the students; there were 4 different clubs started this school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Provide allocation to fund enrichment programs so that if teachers are willing to continue to support programs or new interest coming from students spark new potential clubs for the following school year, funding will not be an issue.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$224,658.20
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$124,966.00

Subtotal of additional federal funds included for this school: \$124,966.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
EI Support	\$27,060.00
Gift Fund	\$5,954.20
Instructional Media	\$726.00
LCAP At-Risk Student Support	\$28,275.00
Site Allocation	\$11,100.00
Site Discretionary	\$26,577.00

Subtotal of state or local funds included for this school: \$99,692.20

Total of federal, state, and/or local funds for this school: \$224,658.20

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	26577	0.00
Instructional Media	726	0.00
Site Allocation	11100	0.00
EI Support	27060	0.00
LCAP At-Risk Student Support	28275	0.00
Title I Part A: Basic Grants Low-Income and Neglected	124966	0.00
Gift Fund	5954.20	0.00
Local Categorical		
ELO and/or ESSER		

Expenditures by Funding Source

Funding Source	Amount
EI Support	27,060.00
Gift Fund	5,954.20
Instructional Media	726.00
LCAP At-Risk Student Support	28,275.00
Site Allocation	11,100.00
Site Discretionary	26,577.00
Title I Part A: Basic Grants Low-Income and Neglected	124,966.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	83,763.00
2000-2999: Classified Personnel Salaries	6,500.00
4000-4999: Books And Supplies	75,667.20
5000-5999: Services And Other Operating Expenditures	43,590.00
5800: Professional/Consulting Services And Operating Expenditures	15,138.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	El Support	21,080.00
4000-4999: Books And Supplies	El Support	2,652.00
5800: Professional/Consulting Services And Operating Expenditures	El Support	3,328.00
4000-4999: Books And Supplies	Gift Fund	5,954.20
4000-4999: Books And Supplies	Instructional Media	726.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	16,756.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	11,019.00
5000-5999: Services And Other Operating Expenditures	LCAP At-Risk Student Support	500.00
4000-4999: Books And Supplies	Site Allocation	11,100.00
4000-4999: Books And Supplies	Site Discretionary	25,937.00
5000-5999: Services And Other Operating Expenditures	Site Discretionary	640.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	45,927.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	6,500.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	18,279.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	42,450.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	11,810.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,463.51
Goal 2	51,520.00
Goal 3	12,908.00
Goal 4	105,766.69

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Martha Sanchez	Other School Staff
Victoria Estrada	Parent or Community Member
Maria Carolina Santamaria	Parent or Community Member
Jonathan Covacha	Principal
Ms. Eagle	Classroom Teacher
Ms. Gonzales	Classroom Teacher
Jennifer Manglicmot	Classroom Teacher
Tiffany Lei	Classroom Teacher
Raquel Bautista	Parent or Community Member
Sarah Sepehr	Classroom Teacher
Vanessa Merino	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 6, 2025.

Attested:



Principal, Mr. Jonathan Covacha on 11/06/25



SSC Chairperson, Ms. Charlotte Gonzales on 11/06/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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